

Proposals from Focus Group 4 – Community Collaboration

- 1. Don't "re-create the wheel." Build upon existing statewide and local efforts, but identify one body to provide the leadership/coordinating function.**
- 2. Provide leadership training for principals.**
- 3. To stimulate development of new resources for DOE from the private sector, work to assure that such gains will not be nullified by a reduction in state funding.**

Proposals from Focus Group 4 – Community Collaboration

- 1. Don't "re-create the wheel." Build upon existing statewide and local efforts, but identify one body to provide the leadership/coordinating function.**

Examples of efforts on which to build include:

- Encourage the education committee of the Chamber of Commerce, with such partners as they may identify, to follow through on the idea of a business-initiated strategic plan for education.
- Utilize the Career Pathways framework of articulated programs of study between secondary and post-secondary education.
- Utilize "templates" developed by School-to-Work efforts (state and national) as models for ways in which businesses can be involved in changing school structure. Similarly, utilize other national "best practices." (This includes using ideas from the "Breaking Ranks" Study conducted by the National Association of Secondary School Principals. This also includes identifying entities separate from the schools whose purpose is to serve as "liaison" between the schools of a given complex and the businesses or foundations which want to work with them.)
- Utilize models developed locally (such as Jeff Bloom's work through Computer Training Academy) or other "best practices" as models for involving businesses in a manner peripheral to school structure (after school, summers, week-ends).
- Utilize Family Literacy efforts and America's promise efforts as models for building parent/school/community collaboration
- Utilize the efforts of the Civic Forum on Public Schools and the "P-20" efforts of GBA/DOE/UH to promote the long-term pervasive sort of attitudinal change which is needed to build senses of individual and collective responsibility for education. (Also correlate with Group 3 on Roles and Responsibilities.)

Possible entities who might provide the leadership/coordination function:

- The Board of the Civic Forum on Public Schools
- The Career and Technical Education Coordinating Advisory Council
- The Chamber of Commerce Education Committee
- The Education Committee of the Hawai'i Business Roundtable
- The Hawai'i Education Policy Center
- a legislative task force
- The P-20 Council formed by DOE, UH and Good Beginnings Alliance
- The School-to-Work Executive Council
- The State Workforce Investment Board
- other?

Proposals from Community Collaboration Group

Why this is important:	It will reduce duplication of effort and make better use of limited human and capital resources.
How it will impact student achievement:	When students make connections between their academic subjects and “real world” applications of learning, their achievement improves. Student achievement also improves when family support for learning increases.
Action needed to implement:	<p>Commitment from the identified entities. Produce a matrix of common goals, objectives and funding sources. There may be some research and development costs in terms of adopting best practices, but these should be considered as an investment. Payback will come with increased student achievement – and, consequently, a better-prepared workforce.</p> <p>No turfism – units have to agree to agree that the common goal is our students. No matter about political clout, who knows who, it’s already been done, we’re not willing to play because we are already doing it, etc.</p>
Action needed to sustain?	<p>Leadership! Respect the integrity of the various entities whose efforts have already laid the groundwork. As new efforts are added, focus on how “the whole will be greater than the sum of the parts.”</p> <p>Have the passion and commitment to work the partnerships and establish a working relationship with all bodies</p>

2. Provide leadership training for principals.

- Build upon the efforts of Hawai`i Business Roundtable with the DOE.
- Build upon the joint efforts of the UH College of Education and College of Business Administration with the DOE.
- Build upon the efforts of the Hawai`i Association of Independent Schools
- Review the cycle of DOE approaches to recruitment and development of principals. What past practices to keep? To drop?
- Build upon national “best practices.”

Why this is important:	The essential element of all learning is the teacher-student relationship. The role of the principal is vital to establishing a sense of mission and vision within a school, and to helping teachers and staff feel that they have the support necessary to accomplish their mission. The involvement of external agencies promotes training of principals as leaders, not just as managers.
How it will impact student achievement:	A clear sense of mission and vision within a school, and a sense that staff have the resources necessary to accomplish the mission, will improve student achievement.
Action needed to implement:	Commitment from the identified entities. Possible need for increased capacity in COE and CBA, and for expanded numbers of business “mentors” to partner with principals.
Action needed to sustain?	Build grassroots support in communities throughout the state.

3. To stimulate development of new resources for DOE from the private sector, work to assure that such gains will not be nullified by a reduction in state funding.

Why this is important:	Private donors do not want to see their contributions used for the purpose of supplanting – i.e., covering expenses which should already be covered by tax-generated revenues.
How it will impact student achievement:	Additional resources, especially if they have some flexibility regarding their use, can be utilized in the ways deemed most important at the school-level for improving student achievement.
Action needed to implement:	“Non-supplanting” language in legislation?
Action needed to sustain?	Testimony to legislature?

Focus Group on Quality Teaching/Schools

Big Ideas for Education Reform

1. **The Single School Complex** – Elementary Feeder Schools to Middle Schools to a High School – is the most useful and promising “unit” of reform. The individual classroom, or teacher or principal or school, or school level are important parts of the whole, but too narrow individually. The School Complex represents the complete P-20 pathway, as children move from preschool to K-6 to Middle School to High School and on to college.
2. **The Smaller Learning Community** – smaller schools within schools (SWS) (vertical), and smaller core subject teacher/student units within those SWS (horizontal) – have shown the most promise in research and real world experiences to positively impact student learning. Vertical SWS might also be thematic or career-oriented, such as a performing arts theme, or a health academy.
3. **Campus learning time** (a day or a week in the life of a student) as well as the year-long school schedule (length and number of vacations, etc) can be better managed to maximize classroom learning, active engagement on campus, a more complete curriculum, remedial learning times, teacher and administrator professional development, etc. A longer school day/or week for students (without imposing more work on faculty) and a coordinated yearly schedule for all schools within a complex can make a difference in what and how we educate.
4. **Accountability/Evaluation** of public schools needs to go beyond test scores to assess the effectiveness of entire schools and entire school complexes. Creations of the “ideal” elementary, middle, and high school (a la Oregon) with most promising practices, etc. can contribute to a clearer concept of system wide goals.
5. **A logical, sequential K-12 curriculum** delivered by all the schools within a single complex, with appropriate texts and other materials, in-service support and stability over time, can make a significant positive impact on student achievement.

Related Ideas from other Groups:

1. **A Bill of Rights for the Student body**, which incorporates the expectations of competent & effective teachers who are able to coordinate their learning and project schedules; a safe and nurturing school environment; classrooms equipped for learning that are physically comfortable (cool, quiet and odorless); hygienic restroom facilities and sufficient time to use the restrooms.
2. **A budget process** that facilitates the ability of policy makers and evaluators to examine the school complex as a whole, and an entire school.
3. **A primary community partner organization** to receive private sector grants & coordinate activities throughout the complex.
4. **An Education A Council on Education Data and Accountability Indicators (CEDAI)** should be created to access and interpret information collected by the Hawaii State Department of Education and other sources on education programs and student achievement locally and nationally.

Reform Through The Single School Complex

The Single School Complex – Elementary Feeder Schools to Middle Schools to a High School – is the most useful and promising “unit” of reform. The individual classroom, or teacher or principal or school, or school level are important parts of the whole, but too narrow individually. The School Complex represents the complete P-20 pathway, as children move from preschool to K-6 to Middle School to High School and on to college.

Rationale:

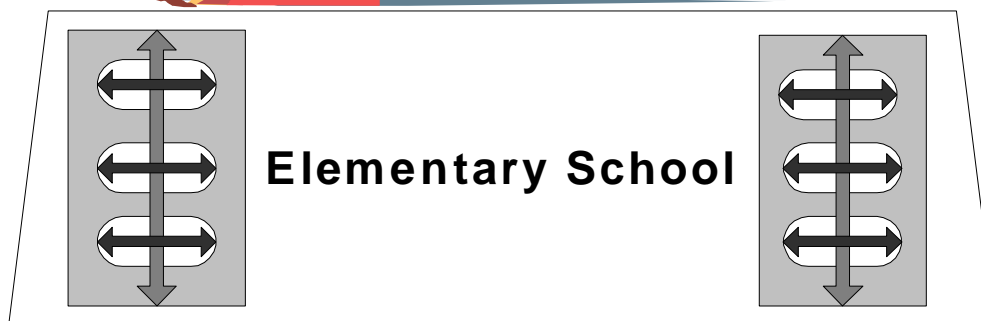
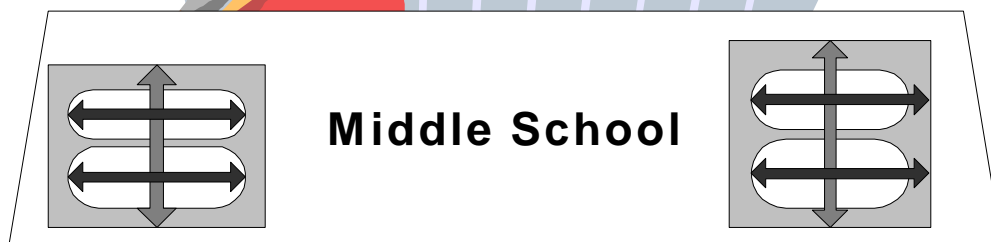
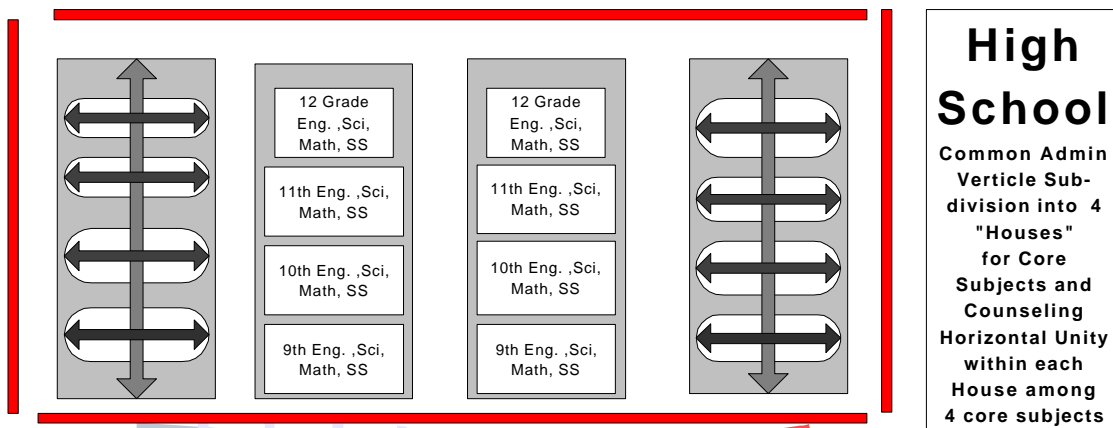
- Complex conforms to a community or neighborhood.
- Complex includes the entire public school pathway for a student.
- Complex forces attention to bridges between levels.
- Complex is small enough for a community to have a sense of ownership, but big enough to transcend a single school or group of educators.
- Complex can unify principals around common goals, strategies, support, schedules, and curricula.
- Complex transcends the will or interest of a single principal or SCBM council to “go it alone.”
- Complex can build links to Pre-K and post high school educational programs to create a P-20 continuum.
- Parents can be included and invited to participate even when their children “age out” of a particular elementary or middle school.
- Middle school team teaching programs can be extended to elementary and high school members of the complex.
- Complex is already an important unit in DOE reform and restructuring.
- Complex allows policy makers and funders to prioritize funding to targeted areas.
- Complex allows DOE and others to observe how multiple change initiatives work in a coordinated fashion.
- The complex is a reform unit that is amenable to new opportunities for community input and decision-making, such as an SCBM type of council at the complex level.

Impact on Student Learning

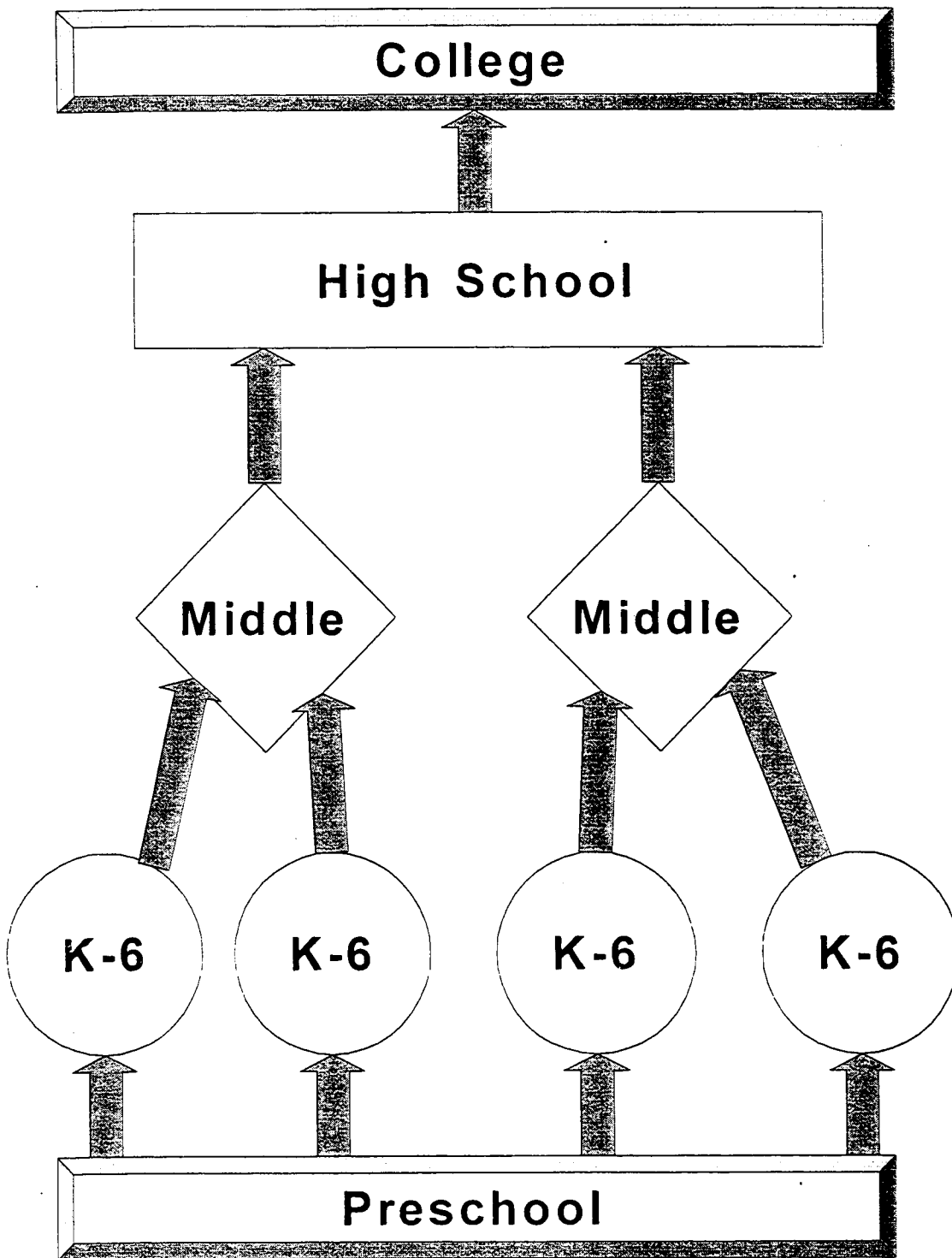
It is difficult to assess the accumulated benefit of proven “best practices” when combined into a coherent educational pathway for students. These individual best practices or most promising reforms would most likely have a positive impact when implemented in conjunction with other reforms.

Action Needed

Policy makers at the BOE, DOE and Legislative level need to emphasize this unit of educational reform and insist that administrator’s and teacher’s professional development efforts be delivered at the complex level. A Complex Reform Task Force would be helpful in each area to work on appropriate bridges and links between Pre-K and elementary; elementary and middle; middle and high school; and high school and college, which could include but not be limited to the ability of teachers to occasionally move up or down to better understand what is happening at a different level. Each Complex Reform Task Force would also work on selection of an articulated curriculum, common complex-wide yearlong schedules and other important reforms such as smaller learning communities.



Smaller Learning Communities



A longer Student Day or Week on Campus

Campus learning time (a day or a week in the life of a student) as well as the year-long school schedule (length and number of vacations, etc) can be better managed to maximize classroom learning, active engagement on campus, remedial learning times, teacher and administrator professional development, etc. A longer school day/or week for students (without imposing more work on faculty) and a coordinated yearly schedule for all schools within a complex can make a difference in what and how we educate.

Rationale

- Students are often asked to leave campus long before their parents are home from work.
- Early release (1:30 or 2:30) is done with no thought as to what students are expected to do, or what kinds of mischief they may be tempted to explore.
- The current high school day or week is not long enough to offer the full complement of four years of math, science, English, foreign language, graphic arts, music, physical education, etc.
- Students often do not have a home environment in which quiet study is possible, yet the school still does not provide time for homework.
- The UH Lab school has fewer school days than the DOE (168 vs. 183), yet a longer day. This results in over 30% more class time on campus, and, after six years, an additional year of instruction over and above what is offered by the DOE.
- It is possible to extend the hours of the school day or week in ways that do not impose a greater workload on teachers or administrators. It may also offer more opportunities for community volunteers and organizations to come to campus.
- Farrington High School was able to attract one-third of its student body to stay on campus to participate in community-driven activities.

Impact on Student Achievement

More opportunities for structured learning, the arts, and remedial work on campus cannot help but improve student achievement.

Action Needed

The BOE should direct each school to amend its SID to include strategies for a longer student day or week, including quality activities or classes to fill that time.

Complex and School Level Assessments

Accountability/Evaluation of public schools needs to go beyond test scores to objectively assess the effectiveness of entire schools and entire school complexes. Creations of the “ideal” elementary, middle, and high school (a la Oregon) with most promising practices, etc. can contribute to a clearer concept of system wide goals.

Rationale

- High stake test scores of individual students are too narrow an indicator to develop comprehensive interventions for failing schools.
- The school environment, how it interacts with the entire complex of schools in terms of coordinated professional development and curricula, and other factors have an impact on achievement that cannot be ignored.
- Chicago and other mainland systems are already implementing whole school design assessments.
- Hawaii’s DOE is moving towards the creation of Critical Ally Teams.
- The NEA Key Survey has many questions that relate to who an entire school is managed.
- Oregon has already developed a set of “best practice” indicators that could be easily modified to apply to Hawaii schools.
- The Focus Group on Role and Responsibilities has already identified a kind of Students’ Bill of Rights that incorporates non-academic campus conditions as pre-requisites for learning.
- Development of these assessment tools will better enable systemic reforms at all levels.

Impact on Student Achievement

Student pride, attitudes and achievements are expected to benefit directly.

Action Needed

Critical Ally Teams, perhaps implemented via outside evaluators, and Complex Assessment Teams need to be mandated by the BOE and funded by the Legislature.

A Coherent K-12 Curriculum Throughout The Complex

A logical, sequential K-12 curriculum delivered by all the schools within a single complex, with appropriate texts and other materials, in-service support and stability over time, can make a significant positive impact on student achievement.

Rationale

- All the other suggested reforms will have little impact if students do not experience a sequential curriculum that builds upon knowledge and skills from year to year.
- Currently middle and high school teachers cannot “count on” students from different elementary or middle feeder schools having the same experience in a subject matter.
- A tremendous amount of classroom time is expended reviewing or re-teaching the same material because of a lack of such a curriculum.
- Hawaii has already produced some materials suitable for this model. Other curriculum materials and texts could be identified by the entire complex to ensure an articulated sequential learning path.
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Impact on Student Achievement

Students will have the advantage of a coordinated system of education that expects benchmarks each year and has a classroom level expression of this coordination from P-20. Less time will be wasted reviewing old material simply because another teacher decided unilaterally not to teach materials linked to the next level.

Action Needed

The DOE and the UH CRDG need to “bury the hatchet” and embark on a collaborative P-20 curriculum systemic design process to assist complexes in adopting a coherent pathway for all students.

Educational Task Force Focus Group on Quality Teaching & Schools

Documentation supporting proposed ideas for consideration:

1. Association for Supervision and Curriculum Development: *Educational Leadership*: Joe Nathan: *Small Schools: The Benefits of Sharing*. (2002)

On Smaller Schools: “Throughout the United States, educators and parents are creating small schools by partnering with the community and sharing facilities...The results are encouraging: improvement student achievement, higher graduation rates, and better faculty morale.”

2. Bank Street College: *Small Schools: Great Strides*. (1997)

On Small Schools: “Student attachment, persistence and performance are stronger in small schools.. Student in these schools have better attendance rates, significantly lower dropout rates, and higher grade point averages than do students in larger schools. They also fail fewer courses and demonstrate increased persistence in progress toward graduation. In small elementary schools, fewer students are retained in the same grade than in their larger schools.”

3. Civic Forum: *Holomua Kakou* (Summer 2002)

On Systems: “It is important to think of the educational system holistically from preschool through the university.”

On the Complex: “Using the complex level as a conduit, with authority for school policies and decision-making at the school-community level, provides for a natural flow of two-way sharing. The complex provides a channel for continuity, K-12. It makes it possible for ideas, questions and issues to be more widely shared and deliberated. It provides opportunities for assessment on a wider range to determine what is working, what isn’t working, and to explore ideas and make modifications.”

4. Hawaii Educational Policy Center: *Governance and the Size of Systems, Districts and Schools* [Informal briefing paper] (2002):

Perspectives. The following data places Hawaii in a national perspective in terms of size: (US DOE, National Center for Education Statistics: Statistical Analysis Report, *Overview of Public Elementary and Secondary School and Districts: School Year 1999-2000*, August 2001)

School Size:

Average # of Students per primary school: National – 466; Hawaii – 576.

Average # of Students per middle school: National – 595; Hawaii – 836.

Average # of Students per high school: National – 752; Hawaii – 1,468.

% schools with less than 300 students: National – 30.1%; Hawaii – 9.9%.

% schools with 300-749 students: National – 49.4%; Hawaii – 51.4%.

% schools with 750-1499 students: National – 15.8%; Hawaii – 31.8%.

% schools with 1500+ students: National – 3.5%; Hawaii – 7.1%

% students in schools with less than 300: National – 9.1%; Hawaii – 2.3%

% students in schools with 300-749:	National – 47.1%; Hawaii – 36.9%
% students in schools with 750-1499:	National – 29.9%; Hawaii – 41.7%
% students in school with 1500+:	National – 13.9%; Hawaii – 19.0%

Student/Teacher Ratio:

Median Student/Teacher ratio for primary school: National – 16.2; Hawaii – 17.5.

Median Student/Teacher ratio for middle school: National – 15.5; Hawaii – 17.0

Median Student/Teacher ratio for high school: National – 14.8; Hawaii – 17.5

5. HSTA Task Force: *Schools for the 21st Century* (1994)

On The School Day: “The Way we use and think about time may be the greatest obstacle to educational change...The present classroom schedule does not provide time for teachers’ professional duties outside the classroom...”

On a coherent & stable curriculum: “Consistency and continuity are critical to effective change...The education pendulum has swung too many times. Teachers, parents, and students need to be assured they won’t be abandoned in mid-program.”

6. National Association of Secondary Principals: *Breaking Ranks: Changing An American Institution*. (5th printing, 2001)

On smaller high schools: High schools will create small units in which anonymity is banished...As a first order of business, each high school should try to limit its enrollment to self-operating units of no more than 600 students. Achieving this objective need not be assuming the expense of constructing new buildings. Smallness of scale can be created in many ways, even in a structure built to accommodate a large enrollment. House plans and cluster program, for example, group students into smaller, more intimate units. Such approaches seek to reduce the number of teachers and other students with whom a student comes in contact each day. An organizational approach that produces some kind of school-within-a-school moves toward combating the bigness that shrouds so many youngsters in a cloak of anonymity. ‘The overwhelming weight of research studies confirm beneficial effects for small high school size and detrimental effects for large high school size, concludes a study...’”

On the School Schedule, the School Day and the School Year: “High schools must examine the basic assumptions about time under which they have long operated – the length of the class period, the length of the school day, and the length of the school year.”

On a more integrated, multi-disciplinary team teaching model: “They should encourage faculty members to pursue close associations with colleagues in other disciplines...In a high school with a house plan or one that uses schools-within-a-school, teachers ...could also pursue collegiality with those who employ a similar pedagogy...”

7. National Committee on Teaching and America's Future: Hawaii Policy Group: *The Magic Weavers: Securing The Future for Hawaii's Children*. (2001)

On the Complex-level approach: "Support structural organization of schools around complexes to coordinate students' K-12 continuum of education and the delivery of services to schools."

8. Pacific-Asian Education: *Teachers Teams: The Key to Success in a Large Secondary School*. (March 1991)

On the Castle High School Experiment with teaching teams: [Comparing a standard, or control group vs. a "core" that were taught by a team.] "Only seven percent of the students in the core team had ten or more absences per quarter, as compared to twenty-three percent for the control group. ...Thirty-three percent of the core team students were rated exemplary [in academic performance] compared with eighteen percent in the control. Thirty-four percent of the core team students were rated below standard, compared with fifty-six percent in the control...Teams incorporated such strategies as consistent and fair management of students; teachers as advisers; close student monitoring; coordinated homework, test, and project scheduling; a challenging curriculum; and a continuous flow of information to students and parents."

Legislative Focus Group Proposal

I. Proposal by: *Student & Teacher Achievement Focus Group*
(Submitted by: *Sylvia Hara-Nielsen, COE Intern*)

II. *Idea*

A **Council on Education Data and Accountability Indicators (CEDAI)** should be created to access and interpret information collected by the Hawaii State Department of Education and other sources on education programs and student achievement locally and nationally.

III. *Justification*

New Elementary and Secondary Education Act (ESEA) requirements calling for the reporting of state assessment data measuring student and school outcomes focus on the quality and kind of evidence that demonstrates states' efforts to educate students to proficient levels. How states collect, analyze and use data pertaining to school and system performance – using disaggregated achievement data in calculating adequate yearly progress (AYP) – puts pressure on states to have the most accurate information possible.

Policy makers must rely on the Department of Education (DOE) as the sole provider of Hawaii's K-12 educational system information to determine what constitutes satisfactory progress toward established goals. A non-partisan CEDAI (K-20) with the authority to provide leadership and coordination in creating successful P-20 school prototypes and indicators would assist policy makers in making revenue estimates of educational costs, in accessing and interpreting statewide data focusing on student and system performance outcomes, and in evaluating the progress towards educational goals. The CEDAI would provide the State with a new and alternative accountability model.

A report of the Act 238 Collaborative (2002) included recommendations for a collaborative stakeholder design process to aid system design work and implementation planning in areas of defining, organizing and aligning accountability in terms of standards, measures, and consequences. A CEDAI versed in analyzing and interpreting statewide educational data might be considered as a 'collaborative stakeholder' in addition to functioning as an impartial entity located outside the Department of Education.

Members of the CEDAI might consist of a specified number of public/private members appointed by the governor, the President of the Senate and Speaker of the House of Representatives and serving 3-4 year terms. A CEDAI administratively attached to the Research Corporation of the University of Hawaii at Manoa should be provided staff assistance and technical support as it may require.

III. *Action Required to Implement*

Legislation establishing a Council on Education would be required to implement this proposal.